


CAPTAIN

California Autism Professional Training
and Information Network

SELPA Cadre Reboot Breakout

Presented by
CAPTAIN Leadership



Who Are We?

CAPTAIN Cadre members may be...

- Teachers
- Psychologists
- Behavior Analysts/Specialists
- Autism/Program Specialists
- Administrators
- Related Service Providers
- Parents/Advocates
- Regional Center Clinical Team Members
- Regional Center Service Coordinators/Supervisors



What is the Marin/CAPTAIN Content Lead About?

What:
Use of Evidence
Based Practices

X


How:
Effective Training,
Coaching,
Leadership and
Regional Teams


X

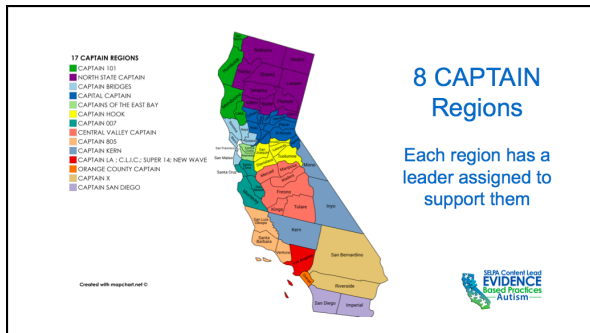
Context:
Creating Systems
within SELPAs and
LEAs that Can
Support the Use
of EBP's

=

**Better
Outcomes
for Students**







What is Motivational Interviewing?

Motivational Interviewing (MI) is a research based method to influence change talk and behavior in less eager implementers of innovations

•Studies have demonstrated MI to be highly effective in changing teacher use of classroom practices (Herman, 2014)

•Regional Leads (and eventually all cadre) will be taught to use this method to support capacity building and use of EBPs within SELPAs and LEAs they support

What is APERS?

The **Autism Program Environment Rating Scale (APERS)** is a validated tool designed to assess quality indicators of programs for children and youth with ASD

•Available in two versions: one for the preschool/elementary grades and one for the middle/high school grades

•Regional Leads (and eventually all cadre) will be trained to use this tool as a method for improving program quality within the SELPAs and LEAs they support



Training Resources


- Professional Development Fidelity Checklist
- <http://www.captain.ca.gov/documents/handouts/2017/EBPs%20for%20PD%20checklist%20.pdf>
- Needs Assessment – Confidence Survey
- <http://www.captain.ca.gov/documents/handouts/2017/EBPs for PD checklist .pdf>
- EBP Power Points

EBP PPTS on CAPTAIN Website

EBP Trainings

	What is ASD? - September 2018
	Visual Supports
	Visual Supports - Handouts
	CAPTAIN Reinforcement Presentation
	R+ Implementation Checklist
	Video Modeling






Getting People to Change

The Hard Stuff


The most challenging part of consulting with teachers is getting them to do what I want them to do.


Classroom Coach

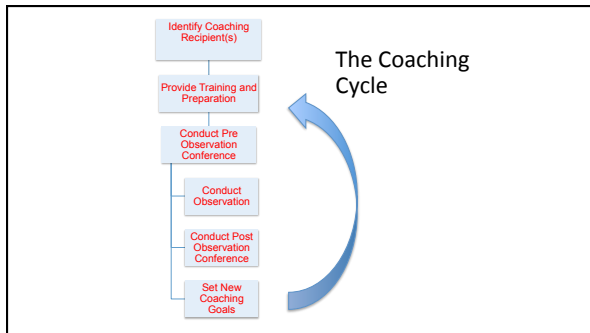
Coaching Process



- Pre-Observation Conference
- Observation
- Post-Observation Conference







Who To Coach???

- Mud
- Gravel
- Asphalt



No Traction
Very Messy
Wasted Energy

Slow to Gain Traction
Rough on the Corners

Easy Traction
Move Quickly
Smooth on the Corners

1st Question

- *How much control do you have over whether teacher's implement your consultation recommendations?*



Recruiting the Best Coaching Candidates

- Start with willing implementers
- Ask for volunteers to work with you on this CAPTAIN project
- Have past implementers help to recruit new implementers
- Test your new coaching skills and roll out on a trusted partner who will give you feedback and help you develop as well



Underlying Assumptions

- Practitioners have good skills but can increase their skills.
- Practitioners establish new skills or refine existing skills through self evaluation.
- Practices can change using data and observational feedback.
- Coaching is a cyclical process.



Effective Coaches

- Engages in focused conversation
- Observes
- Uses questioning and communication skills to empower the implementer to reflect on practices
- Helps implementer to incorporate evidence based practices
- Shares knowledge, expertise and guidance
- Provides direction in
 - Targeting evidence-based practice
 - Identifying data collection methods
 - Interpreting performance



Pre-Observation Conference: Implementer's Role

- State the purpose
- Negotiate coaching target
- Agree on observable implementer and student behavior
- Negotiate data recording
- Negotiate dates/times for observation and post-observation conference

Pre-Observation Conference: Coach's Role

- Complete coaching log
- Guide selection of coaching target
- Verify understanding through questioning
- Introduce mastery and maintenance criteria
- Identify and confirm the recording method
- Summarize the pre-observation conference
- Negotiate dates/times for observation and post-observation conference




Observation: Implementer's Role

- | | |
|--|--|
| <ul style="list-style-type: none"> • Provide a location for the coach to view the target behavior • Provide observation space • Create barrier-free access to data collection area • Provide and test recording materials and take sample data | <ul style="list-style-type: none"> • Prepare students for coach's arrival • Prepare plan to be implemented if a student talks to the coach • Begin lesson at agreed upon time • Do not signal or include coach in lesson |
|--|--|

Observation: Coach's Role



Etiquette

- Arrive and leave at the agreed upon time
- Follow the agreed upon process
- Do not signal or talk to the IP during observation
- Do not participate in lesson
- SMILE!



Activities

- Collect data (Implementation checklist, student data, etc.)
- Summarize data
- Complete observation portion of the coaching log
- ALWAYS provide positive feedback on something that went well!

Pre-Observation Conference

<http://autismpdc.fpg.unc.edu/coaching/videos/igloo>

COACHING LOG

Inviting Partner _____ Coach _____

ESP/IGAS/Program Target _____ Lesson _____

PRE OBSERVATION CONFERENCE

Date: _____

Time: _____

Setting: _____

Length: _____

Setting: _____

☐ New Target
 ☐ Revised Target

FOCUS CONCERN:

DATA COLLECTION METHOD:

OBSERVABLE BEHAVIOR:

ADULT


STUDENT

ADULT MASTERY CRITERION: _____

MAINTENANCE CRITERION: _____

Functions of the Classroom Observation Form

- Self Assess to identify potential areas to target for implementation and coaching
- Pre and Post to monitor implementation progress and maintenance



8

Step 1: Assess the Classroom (Engaging & Focusing)

- **Teacher Interview**
 - Engage and Build Rapport
 - Identify Strengths and Areas for Improvement
 - Identify Areas of Concern
- **Classroom Ecology Checklist**
 - Instructional Management
 - Behavior Management
 - Physical Environment
- **Direct Observations**
 - Observe Critical Classroom Variables



Classroom Ecology Checklists

- Consultant and Teacher complete separately
- Compare and Discuss Answers
 - Classroom Structure
 - Behavioral Expectations
 - Instructional Management
 - Interacting Positively
 - Responding to Appropriate Behaviors
 - Responding to Inappropriate Behaviors



CAPTAIN Classroom Observation Form

[illegible]

Qualities of Effective Consultant

- Build Relationships
- Have a good theory
- Flexible (don't come in with a formal plan)
- Problem-solver (identify goals, collect data, share data)
- Empathetic
- Confident (know what you know & know what you don't know)
- Respectful
- Professional (reliable, have boundaries, confidentiality)
- Collegial confrontation (talk about difficult topics in a respectful manner)
- Good Listener (listen B4 you talk)
- Willing to model target skills
- Roll with Resistance (Motivational Interviewing!)

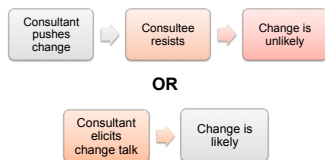
Definition

Motivational interviewing
is a collaborative
conversation style for
strengthening a person's
own motivation and
commitment to change.
"motivational conversation"

Miller & Rollnick, 2013, p. 29

Theory

- The way a consultant interacts with a consultee impacts the consultee's language, which then impacts behavior.



Two Big Ideas



- **MI Spirit**
 - If teachers come to believe that you genuinely accept and understand them, you have created the setting for them to move in positive directions
- **Change Talk**
 - If you learn to hear change talk it becomes your guide to doing MI

Coaching Methods: Open vs. Closed Questions



Open Question Starters

- Tell
- How
- Describe
- What
- Why

Closed Question Starters

- Are
- Do
- Have
- Should
- Will
- Would
- Can

Open questions are incompatible with closed questions

Change Talk



- **Desire:**
 - "I wish. . ."
 - "Something really needs to change." "I'm hoping that..."
- **Ability:**
 - "I can do this."
 - "This is something I do really well, so this won't be a problem."
- **Reasons/Benefits of Change:**
 - "If I get control of the classroom, I think it will help all of my students to feel good about themselves and their abilities."
 - "If this works, it will give me more time to get to the content."

Post-Observation Conference: Coach's Role

- Present data, data summary, and notes
- Solicit self-evaluative statements
- Suggest/prompt IP to develop solutions
- Suggest/prompt IP to develop a plan of action based on the data
- Provide feedback on the IP's performance
- Invite discussion and sharing of ideas
- Decide on future plans
- Schedule next pre-observation conference/observation
- Complete coaching log



Post-Observation Conference: Implementer's Role

- Review data and data summary collected during observation
- Make self-evaluative statements based on the data
- Suggest methods to enhance skills
- Finalize action to improve performance
- Negotiate date/time for next pre-observation conference



Coaching and Fidelity

- Fidelity checklists from AFIRM
 - Student data forms in AFIRM
 - Other methods of collected data on targets linked to EBP use
- Coaching Process
 - Fidelity Checklist – Implementation Coaching
 - http://www.captain.ca.gov/documents/EBP_Coaching_Fidelity_Checklist_CAPTAIN.pdf



Post-Observation Conference

<http://autismpdc.fpg.unc.edu/coaching/videos/igloo>

POST OBSERVATION CONFERENCE	
Date: _____	NOTES
Time: _____	
Setting: _____	
Length: _____	
Setting: _____	
FUTURE PLANS/NOTES:	

MAINTENANCE ACHIEVED:
☐ YES ☐ NO

COMMUNICATION SKILLS RESPONSES:

- Reflects partner's words
- Asks open questions
- Reflects partner's words
- Clarifies words and feelings
- Takes turns in interviewing
- Gives encouragement

Commitment Talk

- Special instance of change talk
 - Intention to change ("I will do this")
- Commitment talk towards end of meeting is the best predictor of whether people will change



Responding to Change Talk

- Elaborating change talk
- Affirming change talk
- Reflecting change talk
- Summarizing change talk



Effective Consultation

- Respect for the person
- Partnership orientation
- Focus on listening before talking
- Emphasize dialogical conversation
- Builds self-efficacy



Getting Support, Commitment and Buy In

- Have a three way meeting with Administrator(s), Coach, and Implementer(s)
- Administrator states the goals of CAPTAIN project and the expectations of both the coach and implementer
- Clarify the relationship (not evaluative)
- Positive and supportive professional development opportunity
- Have participants make a commitment (written)

[Link to Agreement Form](#)



Autism EBP Coaching Tools

- CAPTAIN EBP Chart
- CAPTAIN EBP Survey
- CAPTAIN Classroom Observation Form
- EBP Trainings and AFRIM
- EBP Briefs and **Implementation checklists** (IC)
- GAS goals
- Coaching Logs

WWW.CAPTAIN.CA.GOV



CAPTAIN
COACHING LOG

Coaching Partner: _____ Date: _____
EBP/Coaching Program: _____ Location: _____

PRE-OBSERVATION CONFERENCE

Coach: _____ Date: _____
Trainee: _____
Topic: _____
Length: _____
Location: _____
Observer: _____
Observer Title: _____

DEBRIEFING CONFERENCE

Coach: _____ Date: _____
Trainee: _____
Topic: _____
Length: _____
Location: _____
Observer: _____
Observer Title: _____

POST-OBSERVATION CONFERENCE

Coach: _____ Date: _____
Trainee: _____
Topic: _____
Length: _____
Location: _____
Observer: _____
Observer Title: _____

COACHING LOG

Observation: _____ Date: _____
Observer: _____
Trainee: _____
Topic: _____
Length: _____
Location: _____
Observer: _____
Observer Title: _____

COACHING LOG

Observation: _____ Date: _____
Observer: _____
Trainee: _____
Topic: _____
Length: _____
Location: _____
Observer: _____
Observer Title: _____

Coaching
Log

Sample Coaching Log

Coaching Partner: _____ Date: _____
EBP/Coaching Program: _____ Location: _____

PRE-OBSERVATION CONFERENCE

Coach: _____ Date: _____
Trainee: _____
Topic: _____
Length: _____
Location: _____
Observer: _____
Observer Title: _____

DEBRIEFING CONFERENCE

Coach: _____ Date: _____
Trainee: _____
Topic: _____
Length: _____
Location: _____
Observer: _____
Observer Title: _____

POST-OBSERVATION CONFERENCE

Coach: _____ Date: _____
Trainee: _____
Topic: _____
Length: _____
Location: _____
Observer: _____
Observer Title: _____

COACHING LOG

Observation: _____ Date: _____
Observer: _____
Trainee: _____
Topic: _____
Length: _____
Location: _____
Observer: _____
Observer Title: _____

COACHING LOG

Observation: _____ Date: _____
Observer: _____
Trainee: _____
Topic: _____
Length: _____
Location: _____
Observer: _____
Observer Title: _____

Sample Coaching
Log

Visual Supports (VS)
Implementation Checklist

Implementation Checklists

- Used to assist with planning for EBP use
- Helps implementers self reflect on fidelity of use
- Helps coaches give objective feedback
- Helps to prevent drift

Visual Supports (VS) Implementation Checklist

Before you start, have you...?

1. Identified the audience?

2. Identified the purpose?

3. Identified the content?

4. Identified the format?

5. Identified the location?

6. Identified the time?

7. Identified the resources?

8. Identified the support?

9. Identified the feedback?

10. Identified the evaluation?

11. Identified the sustainability?

12. Identified the scalability?

13. Identified the replicability?

14. Identified the transferability?

15. Identified the adaptability?

16. Identified the flexibility?

17. Identified the responsiveness?

18. Identified the inclusivity?

19. Identified the accessibility?

20. Identified the equity?

21. Identified the justice?

22. Identified the fairness?

23. Identified the transparency?

24. Identified the accountability?

25. Identified the responsibility?

26. Identified the stewardship?

27. Identified the leadership?

28. Identified the governance?

29. Identified the management?

30. Identified the operations?

31. Identified the technology?

32. Identified the data?

33. Identified the analytics?

34. Identified the insights?

35. Identified the knowledge?

36. Identified the wisdom?

37. Identified the understanding?

38. Identified the awareness?

39. Identified the recognition?

40. Identified the appreciation?

41. Identified the respect?

42. Identified the honor?

43. Identified the dignity?

44. Identified the value?

45. Identified the meaning?

46. Identified the purpose?

47. Identified the mission?

48. Identified the vision?

49. Identified the goal?

50. Identified the objective?

51. Identified the outcome?

52. Identified the result?

53. Identified the impact?

54. Identified the effect?

55. Identified the influence?

56. Identified the power?

57. Identified the authority?

58. Identified the expertise?

59. Identified the skill?

60. Identified the talent?

61. Identified the ability?

62. Identified the capacity?

63. Identified the potential?

64. Identified the possibility?

65. Identified the probability?

66. Identified the likelihood?

67. Identified the chance?

68. Identified the opportunity?

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100. Identified the prospecting?

Administrator EBP Classroom Checklist

EBP Program Administrator (Allthrough Checklist)



Students' social, emotional, and behavioral skills are supported by the content of instruction, which is based on the National Curriculum Standards for Social Studies (NCSS) and the National Standards for the Arts (NSA). The National Curriculum Standards for Social Studies (NCSS) are aligned with the National Curriculum Standards for the Arts (NSA). The National Curriculum Standards for Social Studies (NCSS) are aligned with the National Curriculum Standards for the Arts (NSA). The National Curriculum Standards for Social Studies (NCSS) are aligned with the National Curriculum Standards for the Arts (NSA).

Visual Support Strategies

Visual supports are defined as any visual display that supports the learner's engagement in a desired behavior or skill. Examples of visual supports include pictures, written words, objects within the environment, arrangement of the environment or visual boundaries, schedules, maps, labels, organizational systems, and timelines (NPDC 2016).

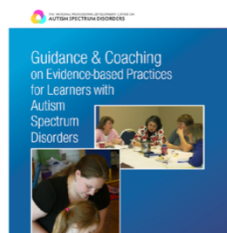
Classroom Environment and Physical Structure

- The classroom environment is visually organized with clearly defined spaces (e.g., work area, storage area, group area, center, etc.).
- Classroom layout and physical structure are designed to support the learner's engagement in a desired behavior or skill.
- Classroom layout and physical structure are designed to support the learner's engagement in a desired behavior or skill.
- Classroom layout and physical structure are designed to support the learner's engagement in a desired behavior or skill.

Coaching Manual

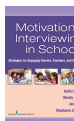
- Introduction to Coaching
- The Coaching Process: The Model and Method
- Coaching Practices, Implementation Science, and the NPDC



Resources



Sprick, R., Knight, J., Reinke, W.M., & McKale, T. (2010). *Coaching classroom management: Strategies and tools for administrators and coaches (2nd Edition)*. Pacific Northwest Publishing: Eugene, OR.



Reinke, W. M., Herman, K. C., & Sprick, R. (2011). *Motivational interviewing for classroom management: The Classroom Check-Up*. New York: Guilford Publications.



Herman, K. C., Reinke, W. M., Frey, A. J., & Shepard, S. A. (in press). *Motivational interviewing in schools: Strategies for engaging parents, students, and teachers*. New York: Springer.

Kitchen Sink

- Developing Pecha Kucha
- Nominations for awards
- Communication format (social media, google drive, etc.)
- Other resources for coaching (police officers, medical teams, etc.)
- Outreach
- Others???????



Designing Professional Development



PREPLANNING CHECKLIST FOR DESIGNING EVIDENCE BASED PRACTICE PROFESSIONAL DEVELOPMENT

		COMPLETED
Step 1	Conducted Needs Assessment of Audience	
Step 2	Identified Core Components (Learning Objectives)	
Step 3	Developed Pre Assessment to Evaluate Knowledge of Core Components	
Step 4	Created Workshop to include Multiple Opportunities for Discussion about the Core Components	
Step 5	Created Workshop to include Multiple Opportunities for Demonstration (video and/or live modeling)	
Step 6	Created Workshop to include Multiple Opportunities to Practice with Feedback (video and/or live modeling)	
Step 7	Developed Post Assessment to Evaluate Knowledge of Core Components (includes all steps for Addressing any Retraining or Modifications to the Training that are indicated by Data)	
Step 8	Established Coaching Model that Emphasizes Fidelity of Use of Newly Learned Practices	
Step 9	Developed Data Systems to Link Use of Training Content to Student Outcomes	



Goal Attainment Scaling

- An evidence based tool to measure progress made on a goal or benchmark for:
 - An individual
 - A group of individuals
- A data collection tool that allows for progress to be summarized and documented
- Not a substitute for goals (or other objective benchmarks) - it's a supplement



Goal Attainment Scaling

5 Point range of performance for students/programs/teams:

- Current Level of Performance (0)
- Initial Objective (1)
- Secondary Objective (2)
- Expected Level of Performance (3)
- Exceeds Expected Level of Performance (4)



Goal Attainment Scaling Form



Current Level of Performance (0)	
Initial Objective (1)	
Secondary Objective (2)	
Expected Level of Outcome (3)	
Exceeds Expected Outcome (4)	

GAS Goal Example: Program

Goal Attainment Scaling Form			
Student Name: _____		Development Year: _____	
Goal Description: _____			
Level	Description	DATE	
0	Currently, the classroom teacher reports that her students have difficulty transitioning between classroom activities, and it causes a significant delay in instructional time.		
1	Staff will complete the APRM module regarding visual supports to support student behavior during classroom transitions.		
2	Staff will begin to utilize the implementation checklist for visual supports and create a daily schedule to reflect the activities during the day.		
3	Staff will increase their implementation of visual supports during at least 4/5 transitions that occur during the day, by priming the students with the visual of the activity that will occur next.		
4	Staff will increase their implementation of visual supports during at least 4/5 transitions that occur during the day, as well as using visuals to support classroom instruction, functional communication, appropriate behavior.		

GAS Goal Example: Student

Student Name: _____			
Goal Statement: _____			
Item Description	Item Description	Item Description	Item Description
1. Present oral Performance	When Nabe has to communicate throughout the city, he will validate to staff/patrons, with appropriate voice volume and tone to gain attention. 90% of the time with spontaneous and direct supports.	DATE:	
2. Initial Objective	When Nabe has to communicate throughout the city, he will validate to staff/patrons, with appropriate voice volume and tone to gain attention. 80% of the time with spontaneous and direct supports.	DATE:	
3. Secondary Objective	When Nabe has to communicate throughout the city, he will validate to staff/patrons, with appropriate voice volume and tone to gain attention. 70% of the time with spontaneous and direct supports.	DATE:	
4. Annual Goal	When Nabe has to communicate throughout the city, he will validate to staff/patrons, with appropriate voice volume and tone to gain attention. 60% of the time with spontaneous and direct supports.	DATE:	
5. Overall Annual Goal	When Nabe has to communicate throughout the city, he will validate to staff/patrons, with appropriate voice volume and tone to gain attention. 50% of the time with spontaneous and direct supports.	DATE:	

Resources: CAPTAIN Website